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THE TEACHING OF ELEMENTARY LATIN

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THE TEACHING OF ELEMENTARY LATIN

The term "elementary Latin" is generally understood to mean that portion of the Latin course which precedes and prepares for the reading of the first classical author. In actual practice "Elementary Latin" as a designation of a high-school subject or as the title of a textbook is commonly considered synonymous with "First Year Latin." A glance at the list of beginners' Latin books published during the past few years will show that "Elementary Latin" has been a favorite among titles. Other commonly used titles are "First Latin Book," "First Year Latin" and "Latin for Beginners," but they are all "elementary Latin" books in the general sense of that term.

Until quite recently each of these elementary Latin books commonly included what its author believed to be the "essential" elements of grammatical forms and constructions, a selected vocabulary of some six or eight hundred Latin words to be learned by rote, and a series of translation "exercises," the chief object of which is to give the pupil drill in applying and perfecting his knowledge of the "essential" forms and constructions.

Naturally there has never been entire agreement among authors of elementary Latin books as to which were essential and which were unessential grammatical elements. The general tendency, however, for the past 20 years especially, has been in the direction of reducing the total number of forms and constructions which are considered essential and which are therefore assigned to be mastered in the portion of the course devoted to elementary Latin.

Our grandfathers — and *their* fathers before them —

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learned the whole of a Latin grammar “by heart” before attempting to apply their knowledge to the reading or writing of Latin as a language. Perhaps *some* of our grandfathers who undertook this task had the aid of Allen and Greenough’s “A Method of Instruction in Latin Grammar,” being (in the words of the subtitle) “A Companion and Guide in the Study of Latin Grammar.” Perhaps some of our fathers were fortunate enough to begin their study of Latin with that excellent pair of books, Gildersleeve’s “Latin Primer” and his “Latin Reader,” published in 1875. But most of our fathers — and most of us, I suspect — learned our elementary Latin from a Collar and Daniell’s “The Beginner’s Latin” or from one of its many successors and imitators.

The elementary Latin books of this earlier period were all quite similar in that they all professed to prepare in forms, syntax, and vocabulary for the reading of Cæsar. They were alike also in offering “exercises” for translation from Latin to English and from English to Latin which used the language of war and were based on episodes in Cæsar Campaigns in Gaul. Little or no attempt was made to secure any immediate educational returns for the time and energy spent in the study of Latin. The value of Latin for English was sometimes claimed in the preface, but the attainment of this value was left to chance or to the initiative and ingenuity of the pupil or teacher. Practice in reading Latin or translating Latin was limited largely to the disconnected and all but meaningless sentences given in the “exercises.” If any connected reading material was included in these books, it was usually limited to selected passages from the unmodified text of Cæsar’s Gallic Wars. These elementary Latin books, I repeat, were clearly intended as a preparation for Cæsar and were written and published to meet the supposed needs of pupils who expected to follow the traditional Latin course for four years in preparatory school and then

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go to college — where the real educational values in the study of Latin might at last be secured! This was the point of view held by representative teachers of the classics when the Report of the Committee of Ten was formulated in 1893. This Committee said in so many words that the secondary school teacher should not concern himself overmuch with the ultimate cultural values of the study of Latin; that these things should be left to the colleges.

Beginning, however, some twenty years ago a new type of elementary Latin book began to appear. An analyses of these books shows, for one thing, that their authors realized more or less clearly that educational returns should not all be deferred until some later point in the high school or college course. They also seem to have recognized the fairly obvious fact that the secondary schools of the country were no longer made up almost exclusively of boys and girls who expected to complete the high school course and then go on to college. They realized further that the competition among school subjects had become so keen that many pupils who began the study of Latin only to find it meager in educational satisfactions were dropping the course at the end of one or two years and, furthermore, that younger pupils were following the advice of these disappointed older pupils and were not electing Latin at all.

In the elementary Latin books of this period, therefore, you will find definite effort to *interest* the pupil in the study of Latin. This effort is directed especially to helping pupils to see and to make practical use of the relationship existing between Latin and English in matters of vocabulary and grammar. You will find also a marked advance in the effort to teach something of classical culture especially through pictures dealing with Greek and Roman life, traditions and mythology. Chiefly to add interest, perhaps, but also undoubtedly to encourage on the part of the pupil a reading attitude toward his Latin, short stories in easy Latin

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are occasionally inserted in the body of the text or given as supplementary material at the end of the book.

Several of these books first published about twenty years ago are still in use either in the original or in revised form. All of these books have one fault in common. They are all too bulky; they all contain more material than can possibly be satisfactorily completed in one year by the typical ninth-grade class of the high school of today. This is due in part to the fact that teaching devices good in themselves and reading selections valuable and even absolutely essential, if the pupils are to learn to read Latin, have in these books been added to the extensive grammatical material which was found in the typical elementary Latin book of the earlier type.

✓ And at the same time a change has been going on in the quality of the pupils in the secondary schools. It is undoubtedly true that the average ninth-grade pupil of today is below the average ninth-grade pupil of a generation ago in general ability, in cultural background, in his training in English grammar and his willingness to learn a lesson in Latin or in any other subject just because he is told to do so. The day when the "learn-it-darn-you" method can be successfully used in teaching Latin has certainly passed, if it ever existed. Common prudence has taught the teacher of Latin that he must give his pupil intellectual satisfactions and show him the obvious connection between the work which he is asked to do in learning his Latin and those knowledges, abilities, or skills which he will need in his life experience. In other words, the teacher of Latin must find in the original or the newly created interests of his pupil a motive for the hard intellectual work which he expects him to do in studying elementary Latin. The teacher can no longer trust solely to parental or other pressure to get pupils to elect Latin or to hold them in the Latin course year after year, once they have elected the subject.

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The publication of the "General Report of the Classical Investigation" in 1924 revealed the fact that at that time 69 per cent of the pupils who began Latin dropped it at the end of the second year, if not before. The Report also disclosed one cause of this situation when it revealed the fact that "the present content of the four-year Latin course as commonly found in the schools is too extensive in amount or too difficult in kind, or both, to provide a suitable medium for the satisfactory attainment of the objectives which were determined upon . . . as valid for the course in secondary Latin" (The Classical Investigation, Part I, page 90).

The congestion in the first year of the traditional four-year course was especially serious. It was the all but universal testimony of teachers that two and a half or three semesters were really needed in the average class for the completion of the grammatical material commonly included in the typical "first-year" book. As a matter of fact, many teachers of Latin in regular four-year high schools had found it necessary to devote the first third or the first half of the second year of the Latin course to the completion of the elementary work traditionally prescribed for the first year. In some school systems the time needed for the completion of the prescribed "first-year" work had been secured by lengthening the course downward into the eighth grade. In other words, the work of "elementary Latin" had pretty generally ceased to be identical with "first-year Latin" in schools where books of the older type were still used.

Within the past five years, several elementary Latin books of a new type have appeared. While each of these books contains a large amount of reading material, it is nevertheless possible for the whole book to be completed by the average ninth-grade class within two semesters, because many of the forms and constructions which the authors of the older type of book considered "essential" in the first year's work have been omitted from books of this new type.

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In particular the study of the subjunctive, of the gerund and gerundive, of conditional sentences, and of many of the irregular verbs is not included. The omission of this material from the work of the first year obviously means that provision must be made for it later in the course. The result has been the creation of a new type of second-year book in which provision is made for the teaching in the second year those grammatical "essentials" which have been omitted from the first-year book. The reading material used in the first part of a second-year book of this type must necessarily be adapted to the ability of the pupils who have not even been exposed to some of the commonly used Latin forms and constructions — those of the subjunctive, for example. The first reading material in such a second-year book must consist therefore of "made" or adapted Latin — easier in character than the text of Cæsar. The latter part of the second-year book of this type contains selections from Cæsar's Gallic War and perhaps from other comparatively easy classical authors. In other words, the day of the "two-book series" seems to have arrived.

There are several such "two-book series" already on the market. There is still some confusion and lack of agreement — as perhaps there will always be — as to how much grammatical material should be mastered in the first year's work and just what topics can better be postponed to the second year. In any case, the authors of these two-book series seem to realize that it is much better that only so much grammatical material be attempted in the first year as can be completed easily and well rather than to include in the first-year course so much material that it will be necessary for the teacher to exert undue pressure and the class to make undue haste in an effort to "cover the ground."

The new definition of requirements in Latin adopted by the College Entrance Examination Board in April, 1926, removed the chief obstacle in the way of reorganizing the Latin

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course for the first two years and indeed for the whole secondary course. The new definition issued by the College Entrance Examination Board is being accepted by colleges and other standardizing agencies. The teacher of Latin is therefore now in a position to make such modifications in the content of the course and in the methods of teaching to be employed as he believes will yield the greatest return to his pupils in educational values.

AIMS OR OBJECTIVES*

It is not always easy for a teacher of Latin to remember that he is not really a teacher of Latin. He is really (if he is a true teacher) a teacher of boys and girls. He teaches boys and girls (*direct object*) certain desirable knowledges, abilities, skills, habits, attitudes, and ideals (*secondary object*) by means of Latin (*ablative of the instrument*).

The teacher's objectives. What are some of these desirable knowledges, abilities and skills? And can Latin be so taught as to help the pupils to a greater attainment of these knowledges, abilities and skills than would be possible without the study of Latin? The following list includes some of the more important educational objectives which it is commonly believed can be attained through and in connection with the study of elementary Latin. For a detailed discussion of the validity of these objectives, see the Classical Investigation, Part I, pages 29-82.

1. An increased ability to understand the exact meaning of English words derived directly or indirectly from Latin, and an increased accuracy in their use.

* Certain paragraphs on this and the following pages are taken with the permission of the publishers from the author's chapter on "The Teaching of Latin in the Junior High School" in Volume XII of *The Classroom Teacher*, published by The Classroom Teacher, Inc., Chicago (1927).

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2. An increased ability to understand Latin abbreviations, words, phrases, and quotations occurring in English.
3. An increased ability to spell English words of Latin derivation.
4. An increased understanding of the principles of English grammar and an elementary knowledge of the general principles of language structure.
5. An increased ability to speak and write correct and effective English through an increased understanding of the meaning of English words, through an increased understanding of the principles of English grammar, and through training in adequate translation.
6. The development of an historical perspective and of a general cultural background through an increased knowledge of facts relating to the mythology, traditions, history, and institutions of the Romans.
- 6 7. The development of those attitudes toward social situations which make for better school and state citizenship.
- 7 8. The development of certain desirable habits and ideals which are subject to spread; such as habits of sustained attention, orderly procedure, perseverance, accuracy, and thoroughness.
- 8 9. The development of the habit of discovering identical elements in different situations and experiences and of making true generalizations on the basis of these discoveries.

The Pupil's Motives. As indicated in the above list of objectives, Latin should be so taught that it will definitely help the pupil to attain certain desirable knowledges, abilities, skills, habits, attitudes, and ideals which will be useful to him in his immediate and future life experiences. The pupil's interest in Latin can usually be easily and fruitfully aroused in the closely related field of English. For example, from the very first day's study of Latin the pupil can be shown the close relation which exists between the new Latin

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words he is learning and English words with which he is more or less familiar. He will also be interested in learning how to apply the facts learned in Latin to increasing his understanding of less familiar English words and the mysteries of English grammar and sentence structure. Some suggestions of ways to do this will be found on pages 17-22.

Another important field of interest to pupils beginning the study of Latin is an increased appreciation of the rich inheritance which we moderns have received from Greece and Rome, in art and architecture, for example, or in governmental and social institutions. Such a book as Otis' *OUR ROMAN LEGACY* (Heath and Co., 1926) will be found a helpful source of suggestion for work along this line.

However, one of the most important sources of interest for the pupil is to be found in the use of the Latin language itself — in the pupil's desire to learn how the Romans said things and to try himself to do as the Romans did. Strangely enough, many teachers fail to make any effort to satisfy this perfectly natural curiosity on the part of the pupil, and in far too many instances the pupil's budding interest in Latin as a language is killed by the teacher's interest in facts about the language; when the pupil asks for the bread of living speech, he is given a stone of grammar and syntax.

While the pupil's own motive or motives for undertaking the study of Latin will prove the best basis for securing at the very start the pupil's interest and coöperation, without which teaching is impossible, the skillful teacher will in a short time be able to create in each of his pupils (if it is not already there) some interest in one or more of the ultimate objectives at which he himself is aiming. This will not be a difficult thing to do, if the teacher's objectives are really valid and if he can make it apparent to his pupils that through the various class-room activities they are making daily progress toward the attainment of some one or more of these objectives.

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MATERIALS AND METHODS

What to teach and how. Having decided upon those educational objectives which he believes are valid for the pupils in his class, the teacher's next concern is to discover and to turn into classroom activities those materials and methods which he believes will be most effective in assisting his pupils to the attainment of those objectives.

Evaluating a given class-room activity. The value of any classroom activity carried on by the individual pupil or by the class as a whole, or the value of any continuation of that activity carried on by the pupils in independent study depends upon the extent to which that activity contributes directly or indirectly (through the materials or method employed) to the attainment of one or more of the legitimate educational objectives of the subject being taught.

Direct and indirect contributions. There are certain knowledges, abilities and skills which must be acquired in the learning of Latin, but which contribute only indirectly to the attainment of any of those educational objectives which alone are the final justification and motivation of the study of Latin. For example, the ability to decline a Latin noun may have little or no direct educational value in itself. This ability however is necessary to the acquiring of other abilities and knowledges which do have direct value for the pupil.

Again, learning to pronounce, spell, and attach meaning to a given Latin word may not seem to have any direct educational value in itself. If, however, the Latin word being learned happens to be connected by derivation with one or more known English or Latin words and if the method employed in teaching the pupil the meaning of the new Latin word is such as to develop in the pupil the habit of and skill in using his knowledge of the meaning of a known word to discover the meaning of the new word, the mental

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processes involved will almost inevitably lead to the reverse process; namely, the use of the pupil's knowledge of a Latin word to gain an understanding of an unfamiliar English word derived from it. And skill in this latter process would make a very great direct contribution to one of the most important objectives in the study of Latin; namely, the increased ability to understand the meaning of English words derived from Latin (Objective 1 on page 7). For example, the pupil who has been trained to use English *capture* or Latin *capiō* as an aid in determining and retaining the meaning of Latin *recipiō* will hardly fail to make use of his skill in word-analysis and his knowledge of the meaning of the common elements in the two words when he encounters for the first time such an English word as *recipient*.

Unfortunately, therefore, for a clear-cut analysis of the educative processes,— but most fortunately for the processes themselves, — no sharp line can be drawn between those class-room activities which contribute directly and those which contribute indirectly to the attainment of most of the educational objectives of every school subject. Perhaps it is largely because of this fact there is so much difference in opinion, not to say confusion, in regard to the whole question of “general discipline” and “transfer of training.” As far as the educative processes are concerned, there is no such thing as a “one-track mind.”

What is Latin as a school subject? Ideally the study of Latin ought to and often does include a study of the language, literature, and life of the Romans and of the multi-form influences which each of these elements has had on western civilization. Latin literature as literature may, however, be studied in translation, and Roman life is after all a proper topic in Ancient History. But whatever is included in or excluded from the study of Latin the pupil must necessarily be concerned with Latin as a language. Therefore, a great many of the class-room activities will be

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devoted more or less directly to the progressive development of power to read and understand Latin as a language. Ability to write, speak, and understand Latin when spoken are rightly regarded as only so many helps toward learning to *read* Latin. The translation of Latin into English, though commonly justified on the basis of its value for training in English, is usually in practice only a kind of indirect method of *reading* Latin. Pronunciation, vocabulary, forms and syntax are obviously only convenient names for various closely inter-related elements entering into the complex of knowledges, skills and habits which we are here calling the *ability to read and understand Latin*.

Most of the educational values accruing from the study of Latin are therefore to be secured as a result of and in connection with the various class-room activities which may seem to be directed primarily to the progressive development of power to read and understand Latin.

For example, the acquiring of a large stock of meaningful Latin words is necessary both for the ability to read and understand Latin and for the attainment of Objectives 1, 2 and 3 listed on pages 7 and 8. Again, a working knowledge of Latin grammar is essential to the ability to read Latin as well as to the attainment of Objective 4. Moreover, if the pupil has used rational methods in acquiring these elements of vocabulary, he will have gone far towards the attainment of Objective 9, which habit will in turn aid him in the attainment of Objectives 1, 2, 3 and 4.

Educational values not necessarily assured. This is not to say that every pupil who makes fairly satisfactory progress in the development of ability to read and understand Latin is sure to gain thereby all the legitimate educational values to be secured from the study of Latin. It does mean, however, that these values may and under proper methods of instruction will be attained concurrently with progressive development of power to read Latin and for the most part

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in connection with the class-room activities which make possible the development of that power. For example, the average pupil will need some definite guidance and much practice in the technique of applying a knowledge of Latin to a better understanding of English vocabulary or English grammar, but the drills organized for this specific purpose should have definite connection with the Latin words or constructions being studied at the time.

SOME CLASS-ROOM ACTIVITIES

In the following pages will be found detailed suggestions in regard to methods of teaching the various elements which enter into the learning of elementary Latin. There also will be indicated definite ways in which the learning of these elements may be made to contribute definitely to the attainment of one or more of the ultimate educational objectives listed on pages 7 and 8.

Pronunciation. In learning to pronounce Latin, the pupil is forced to set up a new habit of oral response to familiar printed or written symbols. For example, the familiar syllable, *sum* is pronounced "sōom" in Latin and the phrases *vice versa* and *et cetera* become "wē-kě wěr-sà" and "ět kā-tě-rà" respectively. The pupil can best make his first steps in forming these new habits of pronunciation by imitating his teacher in the correct pronunciation of every new Latin word, phrase, or sentence. A little later it will be necessary for the pupil to acquire an accurate working knowledge of the Latin sounds of the various consonants, vowels, and diphthongs and of the rules of syllabification and accent so that he can independently apply them to the pronunciation of new words as they appear in his reading.

Fortunately Latin has phonetic spelling and there are no silent letters. Even so, it is necessary, especially at the beginning of the study, for the pupil to be given much drill

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in pronouncing Latin words, phrases, and sentences. The habit of responding with English sounds to the stimulus of familiar letters and syllables is very strong. The pupil should be warned especially to sound distinctly all the letters in a Latin word; for example, the two l's in *puel-la*. He should remember also that a long vowel is sounded twice as long as a short vowel; for example, the \bar{e} in the first syllable of *mēnsa* (which is pronounced more like English *main*, than like English *men*) is given twice as much time as is given to the *e* in the first syllable of *mentem*.

Writing Latin from dictation is a valuable form of drill in establishing an automatic connection between the old familiar English letters and their new Latin sounds. The pupil must learn "to see Latin with his ears and to hear Latin with his eyes." At the beginning of the work all long vowels should be marked in all written work. Later on it is probably sufficient to require the marking of long vowels in the last and the next to last syllables only. Some very good teachers require their pupils to mark only those long vowels which affect the placing of the word accent (e.g., *amīcus*) or those which indicate differences in meaning or in inflectional forms (e.g., *lātus* as against *latus*; *vēnit* as against *venit*; *mēnsā* as against *mēnsa*).

The marking of vowels is one of the points at which the overly conscientious teacher of Latin is in danger of making a too costly sacrifice to the great god Accuracy. On the other hand, it is quite necessary for the pupil to acquire a reasonably accurate pronunciation of Latin if he hopes to be understood by his teacher or fellow pupils. Moreover, the pupil must remember that words are not merely black marks on a white page or white words on a black board. Words are primarily spoken sounds, and printed or written words are merely symbols intended to call forth these sounds. Furthermore, as a little experience will convince the pupil, merely trying to remember how a word looks on a page or

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whether this or that vowel is *marked* long is not a very satisfactory procedure. He will learn the word more quickly and remember it much longer if he will *say* it as well as *see* it.

The attainment of Objective 3 depends in part upon the accurate pronunciation of Latin words. For example, the pupil who is careful to pronounce both of the *c*'s and both of the *r*'s in Latin *oc-cur-rō* is less likely to misspell English *occurrence*. Again, the correct Roman pronunciation of Latin *incipiō* with the *k*-sound for *c* ought to keep a Latin pupil, in a moment of doubt, from deciding on *insipient* as the proper spelling for its English derivative.

Oral Reading of Latin. As indicated in the preceding discussion, the pupil is only too prone to regard the printed Latin page as only black marks on white paper and so to attempt to "read" it with the eyes only, as if he were deaf and dumb. It is therefore imperative that much practice in oral reading and other forms of oral expression should precede any attempt at silent reading. The pupil should, therefore, do much of his studying of Latin "out loud." ✓

Easy connected reading material in dialogue or story form is obviously more valuable for oral reading than disconnected sentences. The pupil should be trained to group together in his reading those words which make up thought units, and to indicate by raising or lowering his voice which are the emphatic and which are the unemphatic words and phrases or which are the main and which are the subordinate or parenthetical clauses in a complex sentence. The learning of a part in a Latin play, the singing of Latin songs, and the giving of Latin answers to Latin questions are valuable ways of overcoming the pupil's vocal and auditional dread of Latin and of securing for him a fair measure of fluency and flexibility in his oral reading of the Latin page.

Understanding Latin when read. Ability to pronounce Latin words and ability to read Latin sentences and paragraphs with proper phrasing and emphasis are only first and

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second steps in the process of learning to “*read*” Latin in the sense in which the term is here being used. Though these are indispensable, the process cannot stop with them. The *progressive* development of power to read and understand Latin depends, of course, upon the acquirement of an increasingly accurate knowledge of the meaning of an increasingly large stock of Latin words and upon a working knowledge of the more important inflectional forms together with an understanding of the significance of these forms for Latin sentence structure. However, a very small stock of words and forms is all that is needed to *begin* practice in reading and understanding Latin. The meaning of new words, if these are not introduced too rapidly into the reading material, can often be inferred from the context or determined from their similarity to known Latin or English words. Abundant, meaningful, repetitious, well-graded, and interesting reading material must be an integral part of the course from the very beginning, if pupils are to develop and maintain a reading attitude toward Latin.

If the content of this reading material is also such as to present facts about Roman history, traditions, and life and to place before the pupils Roman ideals of heroism and self-sacrifice, the reading of Latin will contribute directly to the attainment of Objectives 6 and 7. Special readings in English can very naturally and successfully be used to supplement the stories being read in Latin. For example, Macaulay’s *Horatius* from “Lays of Ancient Rome” can most appropriately be read in connection with a hero story in Latin about the brave “Captain of the Gate.”

While it is as true of a foreign language as it is of one’s own that one learns to read by reading, there is one very important difference between learning to read Latin and learning to read one’s own language. When the child *begins* to read his own language he already knows the general meaning of a great many *spoken* words and he has only

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to connect these familiar spoken words with their printed symbols to be able to use them in reading. It is an immense advantage to the pupil if this situation is approximated in the early stages of the study of Latin as far as class-room conditions permit.

Vocabulary. A small initial stock of Latin nouns and verbs can effectively be taught to beginners through oral and objective methods, that is, by associating the spoken word with a class-room object or an action. The written Latin symbols can then be introduced and furnish material for drilling the pupil in pronouncing and writing Latin.

Linking up each new Latin word, if possible, with a *familiar* English derivative is another means of teaching and fixing Latin vocabulary. Having the pupil learn by rote the nearest English equivalents of a list of new Latin words, though it may seem to be the simplest and easiest way, is often the least effective way of teaching their meanings. Such a method offers too great a temptation to the pupil merely to substitute one verbal symbol for another without attaching meaning to either. This method should, therefore, be employed with beginners only when no other method seems available.

After a small initial stock of Latin words has been acquired, the pupil should be encouraged to try to discover the meaning of new words as they occur through their similarity to known Latin or English words or through the context. Going to the vocabulary or dictionary for meaning should be the last resort rather than the first, as is so commonly the case.

It may be noted here that the pupil who develops the habit of trying to discover the meaning of a new Latin word from a familiar related Latin or English word is training himself in a habit of word analysis which will lead directly to an increased ability to discover the exact meaning of English words derived from Latin, that is to say, to the

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attainment of Objective 1. This ability is perhaps the most important and most enduring educational value to be gained from the study of elementary Latin. Practice in word analysis will also help the pupil in attaining another important educational objective, namely, the development of skill in discovering identical elements in different situations and experiences and of making true generalizations on the basis of these discoveries (Objective 9).

Inflectional forms. The old formal method of teaching Latin forms in complete paradigms has largely given place to the more effective functional method. Almost all of the recently published elementary books, for example, make a point of presenting in the early lessons only one or two new forms in each unit of instruction and of providing abundant practice in the use of these forms before additional forms are introduced. Finally, the complete paradigm of a noun or verb is built up and serves merely as a summary of the forms with which the pupil is already familiar and in the use of which he has already had considerable experience.

Unfortunately the comparison of Latin with English furnishes much less help in the learning of Latin forms than in the learning of Latin vocabulary. The teacher should, however, make full use of whatever inflectional forms are preserved in English. For example, the objective case forms *him*, *whom*, and *them* can be used in teaching the form and use of the accusative singular of Latin nouns and pronouns. The third person singular verb form, *praises* (old style *praiseth*), can be used to teach the form and use of the corresponding Latin verb forms ending in *-t*. The cognate English verb form, *am*, can be used in teaching the corresponding Latin verb form, *sum*.

Many of the Latin words and phrases which have been brought into English will be recognized as fairly familiar by many eighth and ninth grade pupils and can be effectively used in teaching a variety of noun and verb forms. The

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following list will be suggestive: *arbor vitæ, Dei gratia, exempli gratia, via, ad nauseam, in memoriam, Anno Domini, ex officio, in toto, dramatis personæ, Deo volente, ex tempore, pro tempore, per annum, e pluribus unum, per capita, post mortem, viva voce, vice versa, per se, omnibus, in statu quo, per diem, sine die, recipe, fac simile, posse, fiat, habeas corpus, exeunt*. Similarly good use can be made of the full Latin forms for which many commonly used abbreviations stand. Examples are: *e.g., M.D., etc., i.e., N.B., P.S., No., vs.*

It will be observed that the use of such material as that indicated in the preceding paragraph offers an excellent opportunity to help the pupil to attain Objective 2.

In teaching Latin plural forms use can be made of familiar "naturalized" Latin words which show the Latin plural form; for example: *alumnæ, antennæ, formulæ, larvæ, alumni, foci, genii, radii, termini, curricula, data, memoranda, strata, aborigines, bases, indices, genera, insignia, species* (sing. and pl.).

One serious problem in the use of such teaching materials however arises from the fact that these "naturalized" words and phrases are pronounced as English words and not as Latin words. For example, the word "alumni" (men graduates) is pronounced *alum'nī* in English and the word "alumnae" (women graduates) is pronounced *alum'ne*.

In teaching the form and use of the present active participle, it is helpful to have the pupils bring in from their English reading English adjectives derived from Latin showing the participle form and meaning: *e.g., expectant, constant, dominant, observant, resonant, belligerent, consistent, intermittent, convenient*.

One of the great advantages in having the pupils become familiar with the Latin names of a small list of class-room objects as was recommended on page 17 is the frequent use which can be made of these objects as concrete illustrations in teaching the forms and uses of the various cases. The

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use of such material will be greatly facilitated if the pupils have also had some training in understanding Latin when heard and in giving orally Latin answers to Latin questions as recommended on page 15.

The following Latin questions and answers will illustrate how the oral-objective method can be used in teaching and drilling on the case forms of the first declension:

Quid est? *Sella est.*

Cujus sella est? *Puellæ (or pueri) sella est.*

Cui puer librum dat? *Puellæ puer librum dat.*

Quid (Quem) vidēs? *Sellam (puellam) videō.*

Ubi est penna? *In arcā est penna.*

Quō-cum ambulās? *Cum puellā ambulō.*

Unde crētam capis? *Ex arcā crētam capiō.*

Syntax. Much of what has been said above in regard to the teaching of inflectional forms applies also to the teaching of syntactical principles. Frequent use of oral or written sentences illustrating the principle should precede, or, at any rate, accompany the formulation or learning of a rule embodying the principle being taught. The teacher should also make use of examples of English grammar in which the grammatical function of a given word is indicated by its form. For example, *him, whom, them, her, me, us*, furnish illustration of the forms of pronouns which are used as direct (or indirect) object of a verb and are to be contrasted with the nominative forms of these same pronouns (*he, who, they, she, I, we*) which are used as subject of a verb or in the predicate. The following sentences illustrate the possibility of making effective use of examples in English to teach the fact, so important for a proper grasp of Latin syntax, that form and function must agree:

Who is he?

Whom do you see? I see *him*.

He invited Mary and *me*.

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Mary and *I* invited *him*.

This is the man *whom* you saw.

Give *me* liberty or give *me* death.

Whom therefore you ignorantly worship *Him* declare I unto you.

In teaching the principle of agreement of adjectives with their nouns, of pronouns with their antecedents, and of verbs with their subjects, English sentences of the following type may be used:

This kind of books is best.

Each of us is paying *his* own expenses.

It is I who *am* calling.

Dust thou *art*, to dust *returnest*.

He *prayeth* best who *loveth* best.

Where I *go*, he *goes*.

In teaching the use of the Latin participle in its direct agreement, the teacher may use such a sentence as: "The building plans *begun* by Cæsar were carried on by Octavian" or he may point out the error in such sentences as:

Having won the race, a suitable prize was given.

Prehistoric skulls are found *digging* a well.

In teaching the ablative absolute phrase, it is a good plan to have the pupils bring in from their English reading sentences containing examples of the nominative independent or equivalent loosely related with-phrase, such as:

"*This done*, repair to Pompey's theatre."

"By the rude bridge that arched the flood,
Their *flag* to April's breeze *unfurled*,
Here once the embattled farmers stood,
And fired the shot heard round the world."

"Doth God exact day-labor, *light denied?*"

"The picnic will be held next Saturday, weather permitting."

"*With Dallas customers going away for the summer and taking their money with them*, the number of bad checks received daily has jumped almost 100 per cent."

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Certain common uses of the Latin subjunctive (if the subjunctive is included in the course) can be illustrated by English sentences containing true subjunctive verb-forms such as:

✓ "This *be* the verse you grave for me."

✓ "Judge not that ye *be* not judged."

"Reprove not a scorner lest he *hate* thee."

✓ "Let him that thinketh he standeth take heed lest he *fall*."

"My good heart while I live, and my prayers till death to me *call*."

" . . . until death *do* us part."

"The Lord *watch* between me and thee."

It need scarcely be pointed out that the use of such English illustrations as those suggested in the preceding paragraphs will not only give vitality and clarity to the teaching of Latin syntax but will at the same time offer the pupil much needed direct assistance in solving some of the puzzling problems which he is sure to encounter in English grammar and composition (Objectives 4 and 5) and will increase the pupils' ability to understand some of the more complex types of English sentence structure.

✓ In attempting to make use of the pupil's knowledge of English grammar as a means of teaching him Latin grammar, the teacher of elementary Latin must bear in mind that the average seventh, eighth, or even ninth-grade pupil is likely to have only a very hazy idea of what his teacher means by such abstruse technical expressions as noun, verb, adjective, case, number, gender, person, tense, and voice. The fact that in Latin the function is regularly indicated by the *form* of the word, whereas in English the function is commonly not so indicated, is what makes Latin so valuable a means of clarifying the pupil's ideas of English grammar and of increasing his ability to speak and write English which is grammatically correct. (Objective 4.)

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As a further means to this end it is obviously desirable that the teachers of English and of Latin in a given school system should use, as far as it is possible to do so, uniform grammatical terminology in the Latin and English classes.

The translation of Latin into English. Ability to translate Latin into good English is commonly recognized as the most important and most inclusive immediate objective in the study of Latin for two reasons: first, because translation is, on the whole, the easiest and simplest method by which the teacher can test the pupil's understanding of a Latin sentence or paragraph; and second, because it is commonly believed that practice in turning Latin into English furnishes good training in English composition. (Objective 5.)

When, however, translation into English is made the chief if not the only means of testing the pupil's understanding of Latin, there is grave danger that the pupil will acquire the habit of making translation (or transposition and transverbalization) his own method of getting the meaning of the Latin sentence or paragraph. This practice leads invariably to some such uneconomical method as "finding the subject and translating that, then finding the verb and translating that, etc." Instead of this jig-saw puzzle method of trying to make over the Latin sentence into English order, pupils should be trained to read and understand Latin in the Latin order and to translate into English only after a given clause, sentence, or paragraph has been understood in its Latin order and in its relation to what has gone before. This method of reading Latin as Latin is of course possible only if the pupil has acquired the first and second steps described on page 15, namely, the ability to pronounce Latin with reasonable accuracy and to read Latin with due regard for phrasing and emphasis.

The teacher should remember also that, while the translation of Latin into *good* English is valuable training in English composition, the use of so-called translation-English

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can scarcely be helpful to the pupil's English, even if it does not do it positive injury. It is a good practice, therefore, to set for translation only so much of the reading assignment as can be checked up, criticised, and, if errors exist, corrected. It is a good plan to have at least some of these exercises in translation written on the blackboard so as to allow the members of the class to share in the criticisms and corrections and thus forestall the repetition of certain typical errors. The pupil's understanding of those passages which are assigned for reading but not for translation can be checked up through questions in English on the content of the passage, through summaries in English, or through Latin answers to Latin questions based on the passage.

Oral and Written Composition. The writing of Latin is rightly regarded as a valuable means of drilling and testing the pupil on his knowledge of Latin vocabulary, forms, syntax, and word order. It is desirable that the writing of an abundance of simple sentences be required of the pupils rather than a lesser amount of more difficult material, and that emphasis be placed upon those words, forms, and principles of syntax which have been selected for mastery.

Most if not all of the writing of Latin should be conducted ✓ as a class-room activity under supervision and with the opportunity for the pupils to ask questions. Outside assignments of new material in this phase of Latin study is likely to lead to discouragement or to dishonest methods in the preparation of the work.

It is well, too, to provide for considerable oral composition ✓ on a given exercise before the pupils are called upon to put the Latin into written form. This use of oral composition is possible only in class where pupils have been trained to understand Latin when spoken and to speak simple Latin with some fluency. Errors in oral composition can be corrected promptly and many errors in written composition thereby

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prevented. The writing of Latin which is full of errors does more harm than good and the correction and revision of such papers takes an unwarranted amount of the time of both teacher and pupil.

Latin Word-Order. Word order in Latin is much more flexible than in English because the function of a Latin word is commonly shown by its form, while the function of an English word is commonly shown by its position. *Farmers love horses* does not mean the same as *Horses love farmers*, whereas *Equōs agricolæ amant* means practically the same as *Agricolæ equōs amant*. The only difference, if any, is a matter of emphasis.

There are a good many rather difficult questions involved in the teaching of Latin word-order and perhaps it is sufficient for the pupil in elementary Latin to learn merely *not* to expect Latin to follow the regular English order in sentence structure, with its subject first, its verb next, and its object or predicate noun last. In his oral and written composition the pupil should follow in general the rules commonly laid down in the books. Considerable feeling for the flexibility of Latin word-order can be gained through drill in Latin answers to Latin questions, since in Latin answers as well as in Latin questions the important word or phrase regularly comes first. Examples of "inverted" English like the following will be found helpful in this connection:

Whom did you see?

Him I saw, *her* I saw not.

Whom therefore ye ignorantly worship, *Him* declare I unto you.

While the genius of the Latin language in the matter of word order seems, on the whole, quite different from that of the English language, a pupil will probably come to realize from his study of that phase of Latin that the inverted order is often the more effective even in English, especially in rhetorical or poetical forms of composition. - (Objective 5.)





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